

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Private School**

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☒ Choice  
(Check all that apply, if any)

Name of Principal: Mrs. Suzanne Wiwi

Official School Name: Saint Joseph School

School Mailing Address: 216 N. Hill St.  
South Bend, IN 46617-2720

County: Saint Joseph County State School Code Number: D270

Telephone: (574) 234-0451 E-mail: wiwi@stjosephgradeschool.com  
Fax: (574) 234-0524 Web URL: www.stjosephgradeschool.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Mark Meyers Superintendent e-mail: mmeyers@diocesefwsb.org

District Name: Diocese of Fort Wayne/South Bend District Phone: (260) 422-4611

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. David Pruitt

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

Questions 1 and 2 are for Public Schools only.

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 22
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	33	13	46
K	24	19	43		7	29	21	50
1	28	25	53		8	19	35	54
2	21	28	49		9	0	0	0
3	26	27	53		10	0	0	0
4	20	25	45		11	0	0	0
5	20	30	50		12	0	0	0
Total in Applying School:								443

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
2 % Black or African American  
5 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
89 % White  
4 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 1%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	0
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2009	446
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 3

Number of languages represented, not including English: 3

Specify languages:

Dutch, Amharic Ethiopia, and Haitian Creole

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 2

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%

Total number of students served: 21

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>1</u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>4</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>37</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	4%	14%	6%	16%	6%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

The two years over 12% were years in which teachers left due to a combination of pregnancy, husband relocations, and teachers who transferred to the public schools for higher salaries.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

The mission and vision of Saint Joseph School aligns with the history of the Holy Cross priests who founded the church and school. True to Holy Cross roots, Saint Joseph School's vision of education focuses on teaching the whole child-mind, body, and spirit-by integrating a strong academic curriculum with a distinctly Christian education.

One of the first Catholic schools in the community, Saint Joseph School was founded in 1854 as St. Alexis. In 1926, St. Joseph School took on its present name and structure as an elementary school serving kindergarten through eighth grade. Saint Joseph School is fully accredited by AdvancEd (North Central Association), and it is thriving today with a current enrollment of 443 students. Currently, the student population is 89.6% White, 1.6% Black or African American, 5% Hispanic or Latino, and 3.8% two or more races.

This is a strong community of teachers, parents, students, and a religious community that work together to strive for what sometimes seemed to be the unattainable. Twenty-two years ago it looked as if the parish would have to close the school because of the inability to provide the needed budget to maintain the school. Enrollment was around two hundred, and parents, while pleased with the education, were afraid of what would happen to their child if the school closed. Thus, enrollment continued to decline, with class sizes between fifteen and twenty, and potential growth in kindergarten was at a low point. While curriculum was strong, it was clear there were inconsistencies in delivery and a lack of common curricular goals. Standardized tests at that time also indicated academic concerns for student achievement at all levels. It was through the strength of the school and parish leadership, a strong teaching staff, and dedicated parents that the road to recovery began. Development of marketing, fiscal responsibility, careful maintenance of resources, and the strengthening of an already strong curriculum turned the tide and brought us where we are today. Saint Joseph School continues to strive for consistency, academic achievement for all students at all levels, and strong professional teachers who are engaged in a journey that provides for all students.

Quality education begins with a strong faculty and solid relationships among teachers, parents, and students. At Saint Joseph School, teachers have achieved the highest standards of advanced training and are dedicated to providing students with a quality education. Parents are recognized as the primary educators of their children, and they participate in the life of Saint Joseph School through the School Board, Home and School Association, and through their daily presence on our campus and in classrooms. A parent education group also exists to support parents as they strive to raise happy, healthy, and well-integrated children.

It is the role of Catholic educators to assist parents in educating their children in the teachings of the Catholic Church and in living the Catholic way of life. We strive to nurture faith and elicit each student's response to Christ's word by providing opportunities for formation of mind, body, and spirit. Students are continually challenged to achieve academic excellence. They are also challenged to live lives of love, compassion, and observance of God's law and the teachings of the Church. By witnessing to our faith and working together, we call on our students to use their talents in the service of others. Saint Joseph School partners with community neighbors to provide students with these opportunities, including Hope Ministries, Christ Child Society, the Holy Cross Retirement community, LaCasa Preschool, and the Holy Cross Sisters' Convent. It is through a wide range of extracurricular activities that we further develop a child's intellectual, physical, and spiritual well-being. These include Student Government, Choir, Altar Serving, Boy and Girl Scouts, Quiz Bowl, Geo Bowl, Young Authors, Scripps Howard Spelling Bee, and Intramural Sports. Saint Joseph School is also a proud member of the Inter-City Catholic League (ICCL).

At Saint Joseph School, it is believed each child is uniquely created in God's image and likeness, and therefore, each child is respected as an individual. A vision of maintaining high academic standards in a faith-filled, family-oriented environment has enabled students to achieve the highest levels of performance, while growing into men and women of virtue.

Our overriding theme of “Enter the Journey” is symbolic of what has been achieved in all areas of the school community’s faith, life, and academic journey. It is this unity and the strength of conviction to always strive for improvement for students that guide the desire to be a Blue Ribbon School.



### 1. Assessment Results:

The Indiana Statewide Testing of Educational Progress (ISTEP+) is currently administered to all students in grades three through eight. This is a criterion-referenced test to show mastery of Indiana Academic Standards. Prior to the 2008/2009 academic year, ISTEP+ was administered in September of each year. The 2008/2009 academic year was the transition year between fall testing and the move to spring testing, assessing students both in the fall and in the spring. The 2009/2010 academic year was the first year for only spring administration. ISTEP+ measures skills in English/language arts and mathematics in all grades, three through eight, based on the Indiana Academic Standards. In addition, skills in science are assessed in grades four and six, and skills in social studies are assessed in grades five and seven, again based on Indiana Academic Standards. Students receive scores of Pass, indicating mastery of standards, Pass+, indicating high achievement, and Did Not Pass, indicating mastery of standards was not met.

Saint Joseph students consistently score at a high level and had the highest performance in the Fort Wayne/South Bend Diocese over the past five assessment periods with at least 95% of students passing both the English/language arts and math portions of ISTEP+. In 2009/2010, 98.3% of all students tested passed the English/language arts portion and 98.3% of all students tested passed the mathematics portion, and 97.3% of students passed both the English/language arts and mathematics portions of ISTEP+. Assessment results that year, located on the Indiana Department of Education website ([www.doe.state.in.us](http://www.doe.state.in.us)), also show 100% of students achieved a passing score in third grade English/language arts, third grade mathematics, fourth grade mathematics, fifth grade English/language arts, fifth grade mathematics, and sixth grade English/language arts. Fourth grade English/language arts, sixth grade math, and eighth grade math all achieved a 98% passing rate.

Over the past five assessment periods, Saint Joseph students had at least 91% of students passing ISTEP+ English/language in each grade level, with the exception of seventh grade in 2006/2007, where only 86% of students passed. However, the following assessment periods show results for seventh grade English/language arts at either a 94% or 96% passing rate. Also, over the past five assessment periods, Saint Joseph students had at least 94% of students passing ISTEP+ math in each grade level, with the exception of third grade math in the fall of 2008/2009, where only 88% of students passed. However, by spring of the same year, the passing rate increased to 92%, and the following year, 2009/2010, had 100% of students passing the math portion of ISTEP+.

Although Saint Joseph School's passing rate is consistently high in English/language arts and math, data gathered from teacher, student, former student, high school teacher, and parent surveys, as well as data gathered from state assessments in all standard areas related to English/language arts and math, and local assessments, indicated that comprehension and application of computation to problem solving were areas to focus on for improvement in student achievement. Instructional strategies were put in place in all grade levels to increase individual, classroom, and school performance in skills in these goal areas. Beginning instructional strategies in kindergarten provides prior knowledge, consistency, and common vocabulary throughout the school. One indicator of the success of these comprehension strategies, including an emphasis on vocabulary and Bloom's Taxonomy, as well as Otter Creek and problem solving strategies in math, is our ISTEP+ data.

### 2. Using Assessment Results:

Overall school effectiveness begins in individual classrooms and moves throughout the school. Classroom and individual data on performance of grade level skills and standards such as reading fluency, comprehension, end of unit math standards, and writing traits is gathered several times per year to enable teachers to analyze performance of both students and the class as a whole. This information guides classroom instruction as teachers address re-teaching, changing instruction, or enriching the curriculum as

needed. Data showing individual performance in skills and standards allows teachers to identify students needing individual or different instruction, resource help, enrichment, or to be watched for possible future evaluation. This continual process of data collection, analysis, intervention, and more data collection allows us to analyze change in student performance and react to it so all students achieve their highest potential.

This classroom data is also taken into grade level, team, and goal committee meetings to help ensure readiness and consistency in school wide programs and initiatives, such as the writing traits, Otter Creek, comprehension strategies, vocabulary development, and hands-on-equations. Consistency in instruction across grades and curriculum, which provides common vocabulary and prior knowledge, generates improvement in student and classroom performance, which in turn, causes overall school effectiveness to improve.

Also, continuous, disaggregated data collection on local and standardized assessments enables us to determine if we are meeting our student and school goal expectations for learning. This data is also shared and analyzed, and this analysis of growth, or lack of growth, leads to interventions, changes in instruction, and specific areas of professional development, which help to accomplish our improvement efforts. Periodic updating of surveys to gather information and data from students, parents, former students, high school teachers, and external stakeholders, also gives us information for new goals to continue our school improvement efforts.

Response to the results of this cycle of data collection, analysis, and changes in instructional strategies lead to increases individual, classroom, and school performance in skills, standards, and goal areas.

### **3. Communicating Assessment Results:**

Communication of assessment results is provided in a variety of ways aligned with the type of assessment. Standardized test results are provided for all parents through parent information provided with the assessment. Standardized test results are always communicated to the School Board by leadership and through the School Improvement Plan, which is available on our website for student, parent, and community viewing.

Saint Joseph School teachers also provide a variety of ways parents are made aware of local assessments. This data is aligned to the school improvement goal areas and grade level standards. School wide and grade level data is reported to parents through quarterly writing prompts, fluency checks, comprehension assessments, vocabulary and sight word assessments, and assessments for math standards. Parents are provided narratives and graphs in homework folders and in conferences that show classroom and their student's individual performance. This has led to discussions with parents on how they can aid in their child's education by using specific strategies at home to address the needs of their child. Parents appreciate when this data is shared as it gives clear information about their child's strengths and areas of need.

Students are frequently shown their own results, or they graph their own results, to see their progress, or lack of progress. This ongoing, personal information helps students become responsible for their learning and adjust their study habits as necessary to improve performance.

Student assessment is also provided to parents through progress reports and report cards. In grades kindergarten through three, parents are provided a form each month that shows the progression of their child's mastery on standards and benchmarks at their grade level. This provides parents with a means of seeing how individual benchmarks increase in difficulty and how their child is progressing. Students in grades four through eight also receive progress reports each month, and more if needed, that give parents clear descriptions of the benchmarks their child has been working on and how they are developing. Parents and students in grades six through eight also have the opportunity to view assessment results online. Saint Joseph report cards are standards based and not only give an overall grade in grades four through eight, but they also indicate the level of mastery on grade level standards. Report cards in

kindergarten through grade three are ungraded, but they, too, indicate the level of student mastery on grade level standards and benchmarks. Saint Joseph developed a standards based report card six years ago to better communicate student achievement to parents.

#### **4. Sharing Lessons Learned:**

Professional development is key to providing teachers with the means to improve instruction, thus improving student success in all areas of the curriculum. Through professional development opportunities and grade level and subject level articulation meetings, Saint Joseph teachers have developed school wide reading comprehension strategies, adapted and established a writing assessment, designed a cross-curricular problem solving chart, and developed written procedure binders in all subject areas that provide a scope and sequence for curriculum.

Saint Joseph School has a history of not only providing opportunities for its staff but also opening these opportunities to other schools in the district. Area Catholic schools have frequently been invited to attend our in-service opportunities so they can provide quality instruction for their staff. For example, Debbie Miller, a national speaker focusing on reading and comprehension strategies, spent two days in our building. The first day focused on instruction and was attended by the entire staff as well as staff that represented ten other schools in the district. The second day of the workshop gave teachers an opportunity to observe Debbie Miller modeling instruction in classrooms at three different grade levels.

Leadership at Saint Joseph School has chaired diocesan curriculum days taking place at this end of the diocese, which provided a variety of opportunities in various subject areas and grade levels. One such experience took place in five different buildings and many of the instructors were master teachers from the various buildings. This sharing of resources and commitment by area principals and teachers had a dynamic impact on all as it brought awareness of the importance in providing consistency in instruction, consistency across grade levels, and the importance of vertical and horizontal articulation in all curricular areas.

Teaching staff at Saint Joseph School have reached out to other schools and parents by speaking at a variety of events such as Catholic Schools Young Authors' Conferences, invitations by other schools to have leadership and teachers speak in their buildings, parent education groups for our school, and providing articles for our monthly newsletter about professional development they have experienced and how it applies to the classroom.

Improving teacher instruction and student learning is key for all of our schools and not something that should be "horded", but provided to all, so all students can learn.

## **1. Curriculum:**

Saint Joseph School believes in the individuality of each student. It is a collective effort by all - teachers, parents, and the parish community - to foster the spiritual, intellectual, emotional, physical, and social development of the children. By continually monitoring and developing programs, as well as providing needed resources, Saint Joseph School ensures the highest potential of every student. Through the curriculum, the students meet and exceed the Indiana State Standards. Learning is not just confined to the classroom, but rooted in the South Bend community through field trips, speakers, service projects, and community sponsored activities.

### **Language Arts**

The language arts curriculum is literature based. Trade books are used in readers' workshop to teach higher level comprehension strategies, vocabulary, spelling, grammar, and phonics. Through writers' workshop, students are engaged in the writing process using 6+1 Traits to develop writing skills across the curriculum. These workshops create life-long proficient readers and writers.

### **Math**

Spiraling lessons in math ensure real-life problem solving, computation, and maintenance of previously learned math skills. Manipulatives, games, cooperative learning, differentiated instruction, and vocabulary activities all contribute to students' mathematical success. A systematic method of practice and review of basic math facts and math skills lead to mastery and beyond. The strong math program prepares students to complete Algebra I in eighth grade.

### **Science**

A hands-on, inquiry based science program contributes to student success in science. Literature, textbooks, journals, vocabulary study, experiments, and state-of-the-art technology enable students to experience science in and out of the classroom. The junior high students are able to conduct all experiments in a well-equipped lab.

### **Social Studies**

The goal of the social studies curriculum is the development of knowledgeable citizens. By blending factual foundations, including vocabulary and conceptual development, with inquiry based thinking skills, students become accountable for civic duty. These are extended through participation in Geography Bee, Quiz Bowl, and enrichment projects sponsored by community organizations.

### **Religion**

Religion encompasses weekly mass, service projects, seasonal liturgical activities, classroom instruction, and faith sharing. This fosters each student's spiritual growth and provides the foundation to live their faith.

### **Spanish**

The richness of the Spanish language and culture throughout the world is highlighted in grades one through eight. The Spanish language is integrated with classroom curriculum through verbal and written activities. Seventh and eighth grade students complete the first year of a high school Spanish curriculum, preparing students for more advanced Spanish study in high school. Saint Joseph School is in compliance with the program's foreign language requirements.

### **Bridges**

The Bridges learning lab is a program that strengthens visual, auditory, and sensory abilities to create effective learners. All kindergarten students participate as well as students who would benefit from additional support in grades one through five.

## **Technology**

Students receive computer skills instruction including keyboarding, Internet use, and word processing during weekly computer classes in the lab. To enhance all curricular areas, students create multi-media projects using a mobile lab, classroom computers, digital cameras, camcorders, Alpha-Smarts, and flash drives. The projects include PowerPoint presentations, student-created movies, and written music.

## **Physical Education**

The mission of the physical education class is to motivate students to value physical fitness and provide opportunities for enjoyment, challenges, self-expression, and social interaction. Students develop and enhance proper personal and social behavior while participating in physical activities and learning new skills.

## **Art**

The curriculum follows a discipline-based art education approach with a focus on art production, art criticism, art history, and aesthetics. It is Saint Joseph School's belief that an artist resides in everyone.

## **Music**

Music at Saint Joseph School combines music, movement, drama, and speech in student-centered activities to develop musical literacy and the students' identities as composers with cultural and historical awareness. The methodologies used are Orff-Schulwerk, Kodaly, and Dalcroze.

## **2. Reading/English:**

Saint Joseph School's reading curriculum includes four main components: reading, writing, spelling, and grammar. The literature based program allows students to experience authentic text. The use of literature permits differentiated learning to meet individual interests and abilities. Thematic units provide opportunities to challenge students to read from a variety of genres as well as integrate other areas of the curriculum. The staff's awareness of multiple intelligences allows students to express abilities in a variety of ways through plays, songs, artistic expression, book projects, discussions, and written responses. The implementation of higher level questioning through the use of Bloom's Taxonomy allows readers to comprehend, apply, analyze, evaluate, and synthesize to become critical readers.

The reading curriculum incorporates a multitude of concepts and skills. Literature circles, book talks, and parent/teacher lead centers contribute to readers' workshop. Students in every grade level build upon the previously learned nine essential reading strategies, which create lifelong critical readers. Emphasis on vocabulary instruction, in reading and other areas of the curriculum, support the students' ability to facilitate a richer listening, speaking, reading, and writing vocabulary. Fluency activities enable students to become more proficient readers. Junior Great Books require students to analyze the text and support ideas from information within the text. Summer reading projects are an extension of the school's emphasis on creating lifelong readers and writers.

Writers' workshop provides a framework for the students to go through the writing process. Modeling and analyzing writing during mini-lessons give examples, which students can apply to their own writing. Spelling, phonics, and grammar are incorporated through mini-lessons and related to literature and writing. The 6+1 Writing Traits help students self assess while working through the writing process. The 6+1 Writing Traits vocabulary enables students to dialogue and assess writing from year to year. Students use the staff-developed writer's guide to follow guidelines for strong writing. Saint Joseph School celebrates love of language through yearly participation in the Spelling Bee, brought to the South Bend Diocese and facilitated by Saint Joseph School, It's-About-Words Pentathlon, author visits, and community guest readers. The Young Authors' Conference, also brought to the Diocese and facilitated by Saint Joseph School, allows students to become published authors. The reading curriculum creates independent readers and analytical writers at Saint Joseph School.

## **3. Mathematics:**

Saint Joseph School implements the Every Day Math program in grades kindergarten through five. This is an inquiry based program that encourages the use of multiple methods and algorithms and allows individual students to find ways that are personally successful. Its spiraling component ensures the

understanding of mathematical concepts for all students. The McDougal Littell math program is used in grades six through eight. The seventh grade program is a transition to Algebra, while the eighth grade curriculum is Algebra I with a spiral review of skills. Manipulatives, games, cooperative learning, and vocabulary are key to the math curriculum.

Resource teachers working within the classroom allow for small group and individual instruction. This enables teachers to target areas of weakness for struggling learners and challenge those who need enrichment. In grades seven and eight, students are matched with a math curriculum that meets their learning pace and style.

A school wide math assessment, developed by the staff, is given twice a year. In May, students are assessed on their current grade level standards in computation and problem solving. In January, students are assessed on the previous year's math standards in these areas to assess growth. Looking at the data from both tests allow current as well as future teachers to make critical decisions on curriculum planning that is student centered.

Teachers enhance the programs with a variety of instructional methods based on the needs of students. Students work on mastery of basic facts systematically through the Otter Creek program, which allows students to focus on individual math fact goals. Teachers use additional problem solving activities for enrichment and review, acknowledging the multiple ways to correctly solve problems. The school's problem solving guide is posted in each classroom as a reference tool to help enable students to utilize the steps in problem solving, which are applicable in all curricular areas. Games, hands-on manipulatives, and literature allow teachers to reach students with a variety of learning styles. All of these tools help move students from a beginning, concrete understanding of mathematics to abstract mastery.

#### **4. Additional Curriculum Area:**

Religion is integrated into all curricular areas and daily life. Religion at Saint Joseph School promotes faith through mass, service projects, liturgical and seasonal activities, and religion instruction. A school wide theme is implemented each year, which embodies the students' academic, faith, and interpersonal aspirations.

Weekly Wednesday mass encourages students to participate in every aspect of the celebration of the Eucharist. Students take ownership of the mass through planning, writing intercessions, and participating as altar servers, cantors, instrumentalists, lectors, and choir members. Coming together as a Christian community at our weekly masses is the heart of Saint Joseph School.

To build awareness of the needs of others, all grade levels participate in service projects. These projects bring home the call to social justice. Local community needs are met through projects such as collecting necessary items and volunteering at St. Margaret's House, the Christ Child Society, and the soup kitchen at Hope Rescue Mission. Students also visit a local retirement community and convent, and volunteer at the pre-school at La Casa. Supporting missions through rice bowl collections and assembling care packages for deployed troops around the world meet global needs during Lent.

During the liturgical seasons of Advent and Lent, students focus on sharing gifts of time, talent, and treasure to become a more prayerful community. Representatives from various charitable organizations speak at prayer services. Men and women religious encourage students to live the faith through vocations. These are living examples of the Gospel that impact the lives of Saint Joseph students. May Crowning, school wide rosary, Saint Joseph's Day, Blessing of the Animals, and the Feast of our Lady of Guadalupe bring faith alive in the Saint Joseph students and staff.

Religious education also includes sacramental preparation, a religious based health and sexuality program, Peace Works, R-Time, and Inner Challenge. These programs challenge students to live Christian values. In these ways, a path is built to help students carry out Saint Joseph School's mission.

#### **5. Instructional Methods:**

Saint Joseph School recognizes the needs of individual students. Faculty, administration, parents, and students play an important role in determining instructional methods.

Saint Joseph School teachers maintain a binder that includes the school improvement plan and goals, ISTEP+ scores, data collection instruments such as parent, faculty, and student surveys, and local

assessment results. The staff reviews the information that is collected. Test scores, instructional objectives, and surveys begin the profile and help guide us in school improvement goals. These goals are reviewed each year and throughout the school year. Local school wide assessments include quarterly writing prompts, math assessments, and reading comprehension tests assessing higher level questioning and thinking.

To match content to the individual learner, the faculty reviews the collected data. Each faculty member is assigned to a goal committee where expertise in that subject area is used to help plan interventions and activities. Teachers use the activities, as well as the collected data, to guide instruction in the classroom. Faculty members are also part of team committees, which discuss goals and activities specific for grade levels to increase student achievement.

Reviewing data and collaboration allow teachers to know and understand each student as an individual. Lessons are designed to challenge students to think. Students are active participants by taking ownership of strategies and vocabulary that are taught. Delivery of instruction in the classroom includes direct instruction, hands-on activities, inquiry based projects, the use of manipulatives, and literature. Technology assists in the instruction of students, including students with specific needs, through the use of books on CD, calculators, computers, personal laptops, and interactive whiteboards. Teaching instruction is based on multiple intelligences, learning styles, and higher level thinking and allows for student choice.

Parents play an important role at home and school. A parent education group exists to present information on topics such as brain-based learning, multiple intelligences, reading comprehension strategies, ADHD, study skills, and 6+1 Writing Traits. Parents also volunteer in the classrooms for learning centers, Junior Great Books, field trips, and service projects.

Beyond the regular classroom, students are provided with enrichment activities. Student council, band, choir, orchestra, intramural sports, yearbook, Quiz Bowl, musical performances, Eucharistic ministry, and media fair are ways to supplement the classroom experience.

All stakeholders, including parents, faculty, staff, administration, and students ensure Saint Joseph School is meeting the diverse needs of the students on a daily basis.

## **6. Professional Development:**

Professional development begins with the needs of students and classroom teachers. With the help of local and state assessments, areas for growth are identified. Teacher evaluations focus on personally selected goals that will result in students' success in these areas, and professional development is targeted to aid in this goal.

Once exemplary models are identified and refined, they become integrated into the curriculum to help achieve school improvement goals. Teacher collaboration allows sharing of teaching strategies and best practices. Saint Joseph School's writing curriculum includes the 6+1 Writing Traits, which guides student writing and is also an avenue for student self-assessment. To increase reading comprehension, nine key reading strategies were identified to improve reading across the curriculum. In math, Saint Joseph School adopted a systematic method of mastering basic math facts and created a school wide problem solving guide that is visible in every learning space in the building.

Staying current with best practice in education is important to the teachers at Saint Joseph School. Required reading enhances teaching strategies and methods in the classroom. Local and national experts present at in-services and model and observe teaching strategies in classrooms. Teachers attend regional and national conferences and bring back methods to share with the staff. Teachers also take on the role of presenters at various in-services.

All stakeholders, including administration, parents, teachers, and students are involved in professional development. Parents are kept informed of professional development through monthly newsletters and parent seminars.

The professional development process has led to improved local and state assessments as well as Saint Joseph being a fully accredited school with the state of Indiana and the Advancing Excellence in Education (AdvanceEd). New staff members are welcomed into Saint Joseph's vision through in-service

opportunities. Professional goals and assessment results are revisited year after year and allow teachers and students to continue to strive for academic excellence.

## **7. School Leadership:**

The success of Saint Joseph School is a result of strong leadership and a progressive and proactive vision that has transformed a school on the verge of closing to a thriving center of education.

The administration believes that the teachers are part of the process of fostering the growth of the whole student and understands the professional and personal demands placed upon a teacher. Therefore, teacher collaboration time is provided during the school day. Teacher evaluations are a joint effort that allow the teacher and administration to work together. The administration finds a way to provide resources and materials when they are requested. The administration knows each of the four hundred and forty-three students by name. The personal touch does not end with just knowing the student's name, but understanding the family, social, and academic life. On a regular basis, the administration attends sporting events, music concerts, and religious functions. With an open door policy, going to the principal's office does not carry a negative connotation. Students can be found reading stories, sharing their writing, performing music, and sharing successes. Former Saint Joseph students frequently come back to visit and volunteer.

Teachers at Saint Joseph School have various opportunities to lead. The school improvement committees and goal committees work to develop goals and processes for their focus areas. Their ideas are presented to the faculty, who decide as a group how to fine tune and implement these ideas. Within these goal committees and grade level teams, teachers take turns as leaders. Teachers can lead at faculty meetings when presenting to peers, supervising a student teacher, or mentoring colleagues. The decision making process occurs at faculty meetings, team meetings, goal committee meetings, and during our faculty evaluations.

Saint Joseph School believes all stakeholders (faculty, students, parents) are valued in the continued growth of the school. Students in all grades have various opportunities to lead. Examples of student leadership roles are student of the week, classroom jobs, leading the rosary, mass preparation, student newspaper, and student council.

The administration makes all stakeholders feel welcome to be active participants in the education process by volunteering in classrooms, monitoring lunch and recess, and serving on committees. A few examples are HASA, School Board, and athletic coaches. All interactions from administration are positive and ensures student growth.



## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3760</u>	<u>\$3760</u>	<u>\$3760</u>	<u>\$3760</u>	<u>\$3760</u>	<u>\$3760</u>
K	1st	2nd	3rd	4th	5th
<u>\$3760</u>	<u>\$3760</u>	<u>\$3760</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$4840
  5. What is the average financial aid per student? \$1350
  6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
3%
  7. What percentage of the student body receives scholarship assistance, including tuition reduction? 10%
-

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISTEP+

Edition/Publication Year: Spring 2009/Fall 2005 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Pass+ and % Pass	100	92	100	95	94
% Pass+	67	38	23	30	28
Number of students tested	46	48	39	54	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>2. African American Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>6.</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISTEP+

Edition/Publication Year: Spring 2009/Fall 2005 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Pass+ and % Pass	100	94	97	98	94
% Pass+	52	31	15	15	46
Number of students tested	46	48	39	54	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>2. African American Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>6.</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISTEP+

Edition/Publication Year: Spring 2009/Fall 2005 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Pass+ and % Pass	100	100	98	97	100
% Pass+	47	48	49	37	46
Number of students tested	51	40	53	52	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>2. African American Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>6.</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISTEP+

Edition/Publication Year: Spring 2009/Fall 2005 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Pass+ and % Pass	98	100	98	98	96
% Pass+	45	38	23	46	27
Number of students tested	51	40	53	52	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>2. African American Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>6.</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISTEP+

Edition/Publication Year: Spring 2009/Fall 2005 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Pass+ and % Pass	100	98	98	94	96
% Pass+	66	57	47	24	43
Number of students tested	41	49	51	54	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>2. African American Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>6.</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISTEP+

Edition/Publication Year: Spring 2009/Fall 2005 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Pass+ and % Pass	100	98	98	100	93
% Pass+	41	29	45	19	40
Number of students tested	41	49	51	54	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>2. African American Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>6.</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: ISTEP+

Edition/Publication Year: Spring 2009/Fall 2005 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Pass+ and % Pass	98	94	100	98	98
% Pass+	44	36	56	53	40
Number of students tested	50	54	54	55	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>2. African American Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>6.</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ISTEP+

Edition/Publication Year: Spring 2009/Fall 2005 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Pass+ and % Pass	100	96	98	93	98
% Pass+	32	51	20	27	29
Number of students tested	50	54	54	55	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>2. African American Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>6.</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: ISTEP+

Edition/Publication Year: Spring 2009/Fall 2005 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Pass+ and % Pass	95	94	98	96	96
% Pass+	64	47	68	60	36
Number of students tested	55	51	53	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>2. African American Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>6.</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: ISTEP+

Edition/Publication Year: Spring 2009/Fall 2005 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Pass+ and % Pass	96	94	96	86	100
% Pass+	45	45	34	16	16
Number of students tested	55	51	53	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>2. African American Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>6.</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>NOTES:</b>					

11PV18

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: ISTEP+

Edition/Publication Year: Spring 2009/Fall 2005 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Pass+ and % Pass	98	94	96	94	94
% Pass+	45	51	67	40	45
Number of students tested	49	52	51	50	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>2. African American Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>6.</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>NOTES:</b>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: ISTEP+

Edition/Publication Year: Spring 2009/Fall 2005 Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Pass+ and % Pass	96	94	94	94	91
% Pass+	35	45	27	18	20
Number of students tested	49	52	51	50	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>2. African American Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>4. Special Education Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>6.</b>					
% Pass+ and % Pass					
% Pass+					
Number of students tested					
<b>NOTES:</b>					

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